



RSE Policy

Nurturing today's young people, inspiring tomorrow's exemplary citizens

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SECTION 1 – STATUTORY REQUIREMENTS

Under Policy Statement: ‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019’, RSE has become compulsory for all students receiving secondary education in all schools from September 2020. It also makes health education compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

In July 2025 the Department for Education published updated statutory guidance on Relationships Education, Relationships and Sex Education, and Health Education (RSHE), replacing the 2019 guidance referred to above, with a requirement for schools to have fully implemented it, including an up-to-date written RSE/RSHE policy, by 1 September 2026. That deadline has now passed, and this policy, and the curriculum it describes, has been reviewed and revised against the 2025 RSHE guidance, with input from staff, parents/carers and pupils as recommended by the DfE. This policy is also aligned with Keeping Children Safe in Education (KCSIE) 2026, and will continue to be kept under review as further DfE guidance is published.

Secondary schools must have regards to guidance issued by the secretary of state as outlines in section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

At AJI we have chosen to implement the teaching of RSE as set out in this policy.

SECTION 2 – DEFINITION

The DfE guidance states that, “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

SECTION 3 – RATIONALE

Today, I have perfected your religion for you, and have completed my blessing upon you, and chosen Islam as your Deen (Religion and a way of life) for you. (Al-Quran 5:3)

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about relationships and sex education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships and know the role of sex in our lives.

Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often. (Al-Quran 33:21)

And verily, you (O Muhammad, peace and blessings be upon you) are on an exalted standard of character. (Al-Quran 68:4)

The messenger of Allah was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RSE at AJI is centred on the example set by the Messenger of Allah and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

Our RSE teaching will be in accordance with Islamic principles and values. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. It will also prepare students for life in Modern Britain and the different kinds of relationships that is permitted in Modern Britain.

SECTION 4 – VALUES AND VIRTUES

Our programme enshrines Islamic Values relating to the importance of stable relationships, marriage, and family life. It also promotes those virtues which are essential in fulfilling the rights of others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

SECTION 5 – AIMS

The main aim of AJI commits us to the education of the whole child (spiritual, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, AJI will endeavour to raise students' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a comprehensive relationships and sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of education.

Our RSE Objectives include:

1. Developing within students the following attitudes and virtues:
 - Respect for the dignity of every human being – in their own person and the person of others
 - Responsibility for their own actions and a recognition of the impact of these on others
 - Recognising and valuing gift of human sexuality and fertility
 - The importance of marriage, family life and fidelity in relationships
2. Developing within students the following personal and social skills:
 - Developing self-esteem and confidence
 - Making sound judgements and good choices that have integrity
 - The ability to form friendships and stable relationships free from exploitation, abuse, and bullying
 - Managing emotions within relationships and relationship breakdowns with confidence, sensitivity, and dignity
 - Managing conflict positively and recognising value of difference
 - Recognising and challenging misogyny, violence against women and girls (VAWG), and coercive or controlling behaviour in relationships, in line with the 2025 RSHE guidance
 - Understanding online risks to relationships, including the sharing of images, and the risks of AI-generated or manipulated ('deepfake') content
 - Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately
 - Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity
3. Educating students on:
 - The Islamic teaching on relationships and sex
 - The Islamic teaching on marriage and the importance of marriage and family life
 - The physical and psychological changes that accompany puberty
 - The facts about human reproduction and how sex plays an essential role in procreation
 - How to manage fertility in a way which is compatible with their stage of life, their own values, and commitments, including an understanding of the difference in between natural family planning and artificial contraception
 - How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice

The aims are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

SECTION 6 – DELIVERY OF RSE

RSE is taught within AJI's Citizenship and PSHE curriculum and the Islamic Curriculum. Biological aspects of RSE are taught within the science curriculum and Islamic Curriculum.

Across key stage 3 and 4, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and Group work

SECTION 7 – EQUAL OPPORTUNITIES

Young people may have varying needs regarding RSE depending on their circumstances and background. AJI strongly believes that all students should have access to RSE that is relevant to their particular needs.

Our schools RSE programme responds to the needs of individual students and takes the cultures, faiths, and family backgrounds of all students into consideration.

Our policy strives to ensure that all students are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, sexuality, language, culture, social circumstances, appearance, ability, or disability etc.

SECTION 8 – ROLES AND RESPONSIBILITIES

The Governors Board

The Governors Board will approve the RSE Policy and hold the Head teacher to account for its implementation, it will be reviewed by the Head teacher.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Setting ground rules and ensuring children can ask for help if needed
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others always and displaying high levels of commitment.

SECTION 9 – PARENTS RIGHT TO WITHDRAW

Parents will be consulted before this policy is ratified by the Governors Board. Our aim is that, at the end of the consultation process, every parent / carer will have full confidence in the school's RSE programme to meet their child's needs.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

However, parents continue to have the right to withdraw their children from the Sex Education element of RSE until three academic terms before their child turns 16 (they will then have a right to opt in)

Parents will not be able to withdraw their child from relationships education within RSE or sex education topics within the science curriculum (i.e. the reproductive process, etc.)

Parents can identify when RSE is being covered (including the non-statutory components) by referring to the RSE curriculum outline document provided by school. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal request will be placed in the student's educational record. The RSE Lead will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to students who are withdrawn from RSE.

SECTION 10 – CONTROVERSIAL AND SENSITIVE QUESTIONS

The Governors Board and SLT of AJI want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by students when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. The Governors Board and SLT believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and students, will help to create a supportive climate for this discussion.

SECTION 11 – SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children and young people who will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussions may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Policy and immediately inform the designated safeguarding lead.

Teachers will always help students facing personal difficulties, however they must explain to students that they cannot offer absolute confidentiality.

SECTION 12 – TRAINING

Staff keep abreast with changes to the guidelines and seek help/advice from colleagues and senior management when delivering sensitive topics with the RSE Curriculum.

SECTION 13 – MONITORING AND EVALUATION ARRANGEMENTS

The delivery of RSE is monitored by the headteacher: examining of plans, sampling of students' work lesson observation, student voice by discussion with students and staff.

Students' development in RSE is monitored by class teachers but is not formally assessed using the 9-1 grading system used by other subject areas. However, the topics covered in science, language and Islamic Studies are assessed through monthly\termly teacher assessments. The teachers will receive training via NSPCC online portal and courses are assessed through a questionnaire and at the end of the course certificates are awarded by NSPCC which are CPD certified.

SECTION 14 – POLICY REVIEW

This policy will be reviewed every two years. At every review, the policy will be approved by the Governors Board.